DOCUMENT RESUME

ED 254 981 EC 172 032

TITLE Program Quality Evaluation--Gifted: A Manual.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE Nov 84
NOTE 93p.; Cover title reads: PQE Gifted.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Evaluation Methods; *Gifted; Program Development; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); State Standards
IDENTIFIERS *North Carolina

ABSTRACT

The manual is intended to help local education agencies assess the overall quality of its programs and services for academically gifted students. The approach can aid in future planning by measuring the extent to which current goals are being met. Chapter 2 outlines the program goal approach and sets forth three major goals (and their related objectives): (1) a systematic process of screening, evaluation and reevaluation is used that maximizes identification opportunities for all students, K-12; (2) the scope and sequence of the gifted program at each grade level should provide defined differentiation that goes beyond the course of study intended for the majority of students in that school system at that grade level; and (3) the school system should demonstrate its commitment to gifted education by providing for program growth and development. Chapter 3 proceeds with evaluation questions derived from each of the goal areas and program objectives. Chapters 4-7 outline the evaluation methodology with separate treatment of the following stages (1) establishing a selection sample, (2) collecting data, (3) analyzing data and reporting results, and (4) developing a management plan. Appended materials include sample instruments (student record review, gifted parent survey, administrator surveys, and gifted student surveys). (CL)

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PROGRAM QUALITY EVALUATION - GIFTED

A MANUAL

Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina

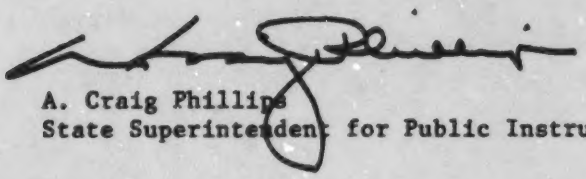
November, 1984

EC172032

FOREWORD

Quality in education is a vital factor in progressive education, and North Carolina has long been recognized as a leader in education, particularly in the education of gifted students. Program Quality Evaluation-Gifted is a system that has been developed to determine the quality and effectiveness of our academically gifted programs. Program Quality Evaluation-Gifted is designed to reflect the positive aspects of the local education agency's academically gifted program and yield a report which will be useful to educators in planning program improvement and staff development activities.

Similar in intent and format to the Special Education Program Quality Evaluation model, this evaluation model for academically gifted programs is the result of much effort on the part of educators from across North Carolina. It is our hope that this publication will be useful to school personnel as they seek to further improve the quality of services to academically gifted students.



A. Craig Phillips
State Superintendent for Public Instruction

PREFACE

The Division for Exceptional Children is dedicated to evaluating the quality of programs for handicapped and academically gifted students. The development and field-testing of the Special Education Program Quality Evaluation system has served as the model for this manual, Program Quality Evaluation-Gifted.

Program Evaluation-Gifted is designed to aid a local education agency in an assessment of the overall quality of the current programs and services for academically gifted students and in the development of a management plan for program growth, staff development, and effective use of resources. The evaluation process utilizes a random review of student records and survey responses of parents, educators, administrators, and students.

We are proud of North Carolina's reputation as a leader in gifted education and anticipate increased program effectiveness through the implementation of Program Quality Evaluation-Gifted.

Theodore R. Drain
Assistant State Superintendent
Support Services

E. Lowell Harris, Director
Division for Exceptional Children

ACKNOWLEDGEMENTS

The Program Quality Evaluation-Gifted model and manual would not have been completed without:

- Associates in Professional Technologies, Inc. of West Hartford, Connecticut and the PQE Project Advisory Committee, developers of the Special Education Program Quality Evaluation system which served as the model for Program Quality Evaluation-Gifted (PQE-G);

- the suggestions and revisions provided by exceptional children regional coordinators: Jeannette Shaw, Northeast Regional Center; Linda Lowe, Southeast Regional Center; Libby Broome, Central Regional Center; Catherine Cooke, South Central Regional Center; Alice Stone, North Central Regional Center; Chris Brown, Southwest Regional Center; Glenda Adams, Northwest Regional Center; Anne Hyde, Western Regional Center;

- the ideas, energy and commitment of the PQE-G Evaluation Coordinators in the 1984-85 field-test sites: Lynda Day, Duplin County; Julian Butler, Scotland County; Nancy Joyce, Wilkes County;

- the encouragement and assistance provided by Theodore R. Drain, Assistant State Superintendent for Support Services, and the Division for Exceptional Children: E. Lowell Harris, Director; William F. McGrady, Assistant Director for Policy, Program Development and Regional Services; David Mills, Assistant Director for Program Development Services; Gail Smith, Chief Consultant for Academically Gifted Programs; Ruby Murchison, Consultant for Academically Gifted Programs; Valencia Woodward, Special Projects Coordinator; Weldon Idol, Forsyth County Schools; Lou Martin, Secretary; and the IBM pcxt word processing system.

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CHAPTER I

INTRODUCTION

What Is PQE-G?

Program Quality Evaluation-Gifted (PQE-G) enables a school system to assess the overall quality of the current programs and services for academically gifted students. While its primary focus is on the existing gifted programs, a secondary benefit of PQE-G is that of future planning in several areas: program growth and expansion, staff development and inservice areas, and efficient use of staff and materials in providing appropriately differentiated programs and services for gifted students.

As with the Program Quality Evaluation (PQE) for handicapped students, PQE-G is intended to measure the extent to which program goals are being met. PQE-G supplements compliance monitoring by examining provisions for identification, curriculum design and program growth as measures of program effectiveness.

How Is PQE-G Organized?

The PQE-G process begins with the school system's selection of an Evaluation Coordinator who will work with the local program and with the State Education Agency Regional Coordinator. The Evaluation Coordinator's responsibilities include project coordination, data gathering and analysis, final report and management plan development.

PQE-G can be completed in fourteen weeks or less if the timeline suggested here is followed.

Steps	During Week #
1. PQE-G Evaluation Coordinator is selected by the school system.	1
2. Evaluation Coordinator prepares for and implements PQE-G	
a) studies PQE-G Manual,	2
b) selects sample and copies instruments,	3
c) selects and trains folder reviewers,	4 and 5
d) distributes surveys,	6
e) collects surveys and follows up on non-respondents.	10
3. Evaluation Coordinator computes results and places data in table shells.	12

4. Evaluation Coordinator and selected LEA personnel interpret the results and formulate a management plan. 14

TOTAL 14 Weeks

An Overview of the Manual

This Manual is patterned after the Program Quality Evaluation manual for handicapped programs and provides a step by step evaluation process for academically gifted programs.

Chapter II establishes the purpose of the evaluation through a program goal approach. Related objectives are focal points for the evaluation questions that are provided in Chapter III.

Chapters IV, V, VI, and VII outline the evaluation methodology: sample selection, data collection and analysis, report preparation.

Table shells and surveys are explained within the appropriate chapter and are included with the Manual appendices.

Units of Analysis

To aid in data interpretation, two "units of analysis" have been chosen and table shells have been developed for data organization. Student setting (i.e., the classroom placement, ranging from regular to self-contained classroom) and educational level (i.e., elementary grades K-8 or secondary grades 9-12) are the focus of analysis but the school system may wish to collect additional data or analyze the data in greater detail depending on the extent to which the data will benefit program growth (i.e., by school, by service delivery method, by grade level, etc.).

PQE-Gifted

Attempting to qualitatively evaluate the gifted program in any school system requires an honest review of the existing program from the varied perspectives of parents, students, regular teachers, teachers of the gifted and administrators/support services staff. Compliance monitoring of rules and regulations is not the intent of PQE-G but should be viewed as a factor in the total evaluation process. PQE-G examines the overall comprehensiveness of each school system's programs and services for academically gifted students and provides a continuous review mechanism so that program strengths and weaknesses are identified and included in future planning.

CHAPTER II

PROGRAM GOALS AND OBJECTIVES

PQE-G is a model that evaluates the program process within a school system and allows the individual characteristics of that school system's programs and services for the academically gifted to be included. Three broad program goals, however, apply to all school systems and these goals form the nucleus of the program evaluation.

1. A systematic process of screening, evaluation and annual review/ reevaluation is used that maximizes identification opportunities for all students, K-12.

2. The scope and sequence of the gifted program provide appropriate differentiation at each grade level that goes beyond the regular curriculum (the regular curriculum being that course of study intended for the majority of students in the school system at that grade).

3. The school system has demonstrated its commitment to gifted education by providing for program growth and development.

Each goal area has related objectives.

1. <u>A systematic process of screening, evaluation, and reevaluation is used that maximizes identification opportunities for all students, K-12.</u>

   1.1 System-wide consistency in sweep screening and referral procedures is assured.

   1.2 Clear statements about evaluation procedures address the use of composite and subtest scores, the use of overall academic averages and specific subject area averages, and retesting provisions for those students who narrowly miss program eligibility or for whom more information is needed.

   1.3 Evaluation procedures provide for the identification of gifted students with overall intellectual or academic ability as well as those with specific intellectual or academic ability.

   1.4 Screening and evaluation procedures insure that special populations are not excluded from consideration (i.e., gifted underachievers, minority/disadvantaged students, gifted/ handicapped students, etc.).

   1.5 Annual reviews and reevaluations provide diagnostic and prescriptive data useful in future program planning for the student.

2. The scope and sequence of the gifted program at each grade level provide defined differentiation that goes beyond the course of study intended for the majority of students in that school system at that grade level.

   2.1 Group Education Programs (GEPs) and/or Individual Education Programs (IEPs) help define the philosophy of and services for gifted students K-12.

   2.2 Program content for the same grade levels in different schools is similar and reflects a consistent program direction.

   2.3 A sequential program of competencies across grade levels provides transition from elementary grades' enrichment content to secondary grades' subject area content.

   2.4 A variety of service options are used to provide an optimal match between the student's area(s) of giftedness and his program (e.g., advanced subject area classes, subject or grade acceleration, etc.).

3. The school system demonstrates its commitment to gifted education by providing for program growth and development.

   3.1 Special resources or materials are specifically designated for the gifted programs.

   3.2 Teachers certified in gifted and talented have primary responsibility in providing services to the gifted.

   3.3 Staff development activities are offered to regular class teachers to better acquaint them with the characteristics and curriculum needs of the gifted.

   3.4 Placement alternatives are considered in providing appropriate services to identified gifted students who are underachievers, handicapped, or intellectually or academically precocious.

   3.5 Parents are encouraged to be active participants in the educational planning and programming for gifted students at the grade or school level and systemwide.

CHAPTER III

EVALUATION QUESTIONS AND CRITERIA

Evaluation questions are derived from the previously stated goal areas and program objectives and are numbered to correspond to program objectives in each goal area.

EVALUATION QUESTIONS

1.1.1 Do written procedures provide systemwide consistency in sweep-screening and referral procedures?

1.2.1 Do written procedures provide clear statements of evaluation procedures and

- -the use of composite and subtest scores;
- -the use of overall academic average and specific subject area grades;
- -provisions for further assessment of students?

1.3.1 Do evaluation procedures provide for the identification of gifted students with overall intellectual or academic ability as well as those with specific intellectual or academic ability?

1.4.1 Do screening and evaluation procedures insure that special populations (e.g., underachievers, minority/disadvantaged, handicapped) are not excluded from consideration?

1.5.1 Do annual reviews and reevaluations provide diagnostic and prescriptive data useful in future program planning for the student?

2.1.1 Are Group Education Programs (GEPs) and/or Individual Education Programs (IEPs) being used to provide narrative and goal statements that define services for gifted students K-12?

2.1.2 Do program goals and methodology information indicate that intellectual complexity and the development of special skills (e.g., problem-solving, critical thinking, etc.) are integrated within the program focus?

2.1.3 Does the gifted program encompass goals and methodology that provide students with the skills and opportunities to be self-directed, autonomous learners?

2.2.1 Is there systemwide similarity in program content (e.g., curriculum, skills sequence, etc.) for the same grade levels in different schools?

2.3.1 Is there evidence of sequence and transition between grade levels and from elementary enrichment programs to secondary subject area content?

2.4.1 Is there evidence that the student's program matches his ability area(s) by utilizing a variety of service options such as designated gifted classes as well as advanced subject area classes?

2.4.2 Does the gifted program provide students with an opportunity to interact with other gifted students on a regular basis?

3.1.1 Have special resources, texts or supplementary materials been made available to the gifted program?

3.2.1 Are staff development activities routinely available to teachers of the gifted to further develop their competencies?

3.2.2 Are teachers of the gifted given opportunites to attend conferences and professional activities related to gifted education?

3.2.3 Are teachers of the gifted given opportunities to meet together for discussion and program planning?

3.3.1 Are staff development activities related to gifted education routinely offered to regular class teachers?

3.3.2 Are staff development activities related to gifted education available to principals, administrators and support services staff?

3.4.1 Do written procedures provide consideration of placement alternatives for those students whose needs are not met by the existing program (e.g., subject or grade acceleration, dual enrollment, mentorship, internship, etc.)?

3.5.1 Are parents informed about student progress in the gifted program on a regular basis?

3.5.2 Are parents included in comprehensive planning and/or evaluation of the gifted program at the school or system level?

CRITERIA

It is suggested that school systems use 75% as a minimal criteria for all objectives with the understanding that many process objectives will show higher percentages than product objectives. The results, however, should enable the school system to develop plans and effect changes that will better serve identified students.

CHAPTER IV

ESTABLISHING A SELECTION SAMPLE

For the results of PQE-G to be representative of the school system's K-12 program and services for the gifted, a record review will supplement information obtained from parent, educator and student surveys. The record review should sample all grade levels and service delivery methods. Several steps are required to determine the size of the sample population.

Step 1: Students and Service Delivery

Complete Table Shell #1 by listing the number of identified gifted students in each service delivery method at elementary and secondary grade levels. The totals will be used in Step 2.

Elementary (E) is defined as grades K-8.
Secondary (S) is defined as grades 9-12.

Service delivery methods are defined in terms of (a) student population, (b) teacher certification and (c) curriculum content as indicated by the Group Education Program (GEP). These definitions may differ from other State Agency data-collecting definitions but are representative of statewide academically gifted programming modes. A sixth service delivery method, "Other," is to be defined by the school system if it is being used.

Regular Class with Direct or Indirect Service

(a) the class contains gifted and other students;
(b) the teacher is not required to be certified in gifted and talented and is not paid with exceptional children funds; a teacher of the gifted may be providing services to the identified gifted students by working directly with them in that classroom or working with the teacher;
(c) subject area content may be provided at more than one ability level or may be intended for advanced students (e.g., ability grouping for reading in an elementary class, Algebra I for eighth graders, Advanced Placement courses).

Resource Class

(a) the class contains gifted students only;
(b) the teacher has special education, gifted or provisional gifted certification;
(c) the special teacher works directly with students, and the class content and activities supplement or enrich the regular class curriculum without replacing it.

Block Resource Class or Special Class

(a) the class contains gifted students only;
(b) the teacher has special education, gifted or provisional gifted certification; (the teaching position may be prorated among several teachers);
(c) the special teacher works directly with students every day for a set period of time, and activities may supplant part of the regular school program (e.g., gifted 7th grade English, Honors Biology, Advanced Placement Physics C).

Self-Contained Class

(a) the class is limited to gifted students who remain together for the majority of the instructional day;
(b) the teacher has special education, gifted or provisional gifted certification;
(c) subject area content is generally accelerated and the teacher provides instruction and grades.

Special School

(a) the entire student population is identified as academically gifted;
(b) the teacher has special education, gifted or provisional gifted certification;
(c) subject area content is accelerated and the teacher(s) provides instruction and grades.

Other

The school system shall define this service mode in terms of student population, teacher certification and curriculum content as indicated by the Group Education Program.

Table Shell #1
AG Student Population

	Regular Class: Dir./Indir.	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	Total
E							
S							
					TOTAL E & S		

Step 2: Sample Size Selection

The sample size for the Student Record Review, Gifted Parent Survey and Gifted Student Survey should be based on the total number of identified academically gifted students in the school system. The following chart will serve as a guide of initial sample size selection for both the student and parent samples.

Figure 1
Sample Size Selection

Total Number of Elementary & Secondary Gifted Students	Minimum Number of Students & Parents for the Sample
less than 100	50
100 - 300	60
301 - 500	70
501 - 700	80
701 - 900	90
901 - 1100	100
1101 - 1300	110
1301 - 1500	120
1501 - 1700	130
1701 - 1900	140
1901 - 2100	150
over 2100	175

Step 3: Final Sampling Selection

After determining the minimum sample size (Figure 1), divide this number by the total number of elementary and secondary gifted students in your school system. This will give you the sampling proportion.

Using Table Shell #1, multiply the number of students in each cell/service delivery mode by the sampling proportion. Round decimals over 0.5 upward and enter the numbers in Table Shell #2. This will give you the number of elementary and secondary students by service delivery mode to be included in the sampling plan.

An example is provided. A complete set of Table Shells is included in Appendix A. All materials are camera-ready.

Example
Table Shell #2
Final Sampling Selection

	Regular Class: Dir./Indir.	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	Total	Sample Size
E	100	500					600	
S	200	120		80			400	
							1000	100
E Sample	(10)	(50)						60
S Sample	(20)		(12)	(8)				40

Sampling Steps

1. Complete Table Shell #1 by listing the number of identified elementary and secondary students by service delivery mode and compute the total number of students served.

1. Six hundred elementary students are being served: 100 in the regular class; 500 in a resource class. Four hundred secondary students are being served: 200 in the regular class; 120 in a special class; 80 in a self-contained class. A total of 1000 students are being served.

2. The sample size (Figure 1).

2. Sample size = 100

3a. $\frac{\text{Sample Size}}{\text{Total AG Population}}$ = Sampling Proportion

3a. $\frac{100}{1000}$ = 0.10

b. Multiply the number of students in each cell/service delivery mode by the Sampling Proportion, rounding decimals over 0.5 upward, to determine the number of elementary and secondary students to be included in the sampling plan from each service delivery mode.

b. Elementary students in:
.regular class
100 students x 0.10 = 10

.resource class
500 students x 0.10 = 50

Secondary students in:
.regular class
200 students x 0.10 = 20

.special class
120 students x 0.10 = 12

.self-contained class
80 students x 0.10 = 8

Total Sample Size 100

18

Worksheet
Table Shell #2
Final Sampling Selection

	Regular Class: Dir./Indir.	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	Total	Sample Size
E								X
S								X
E Sample							X	
S Sample							X	

A complete set of Table Shells is included in Appendix A.
All materials are camera-ready.

CHAPTER V

COLLECTING DATA

Data will be collected in two ways: (1) a review of student records and (2) surveys of parents, students, and other educators. As a validity check, the same questions appear on several different instruments and are based on the evaluation questions that appear in Chapter III. Figure 2 shows the cross-reference of evaluation questions and instruments. A full set of instruments is included in Appendix B and each instrument is camera-ready. Suggested procedures and an accompanying letter of explanation appear with each survey in Appendix B.

Student Record Review (Instrument A)

The Student Record Review requires an in-depth examination of documents related to the referral through placement process and the current services being provided for that student. Each item has four possible responses: Excellent (E), Satisfactory (S), Unsatisfactory (U), and Not Applicable/Don't Know (NA). It is recommended that the review emphasis be given to documents generated within the last three years.

Because a certain amount of professional judgement is required in interpreting information in student records, it is important that the reviewers have a knowledge of gifted education as it applies to special education. The need for these reviewers to remain objective and maintain the confidentiality of information must be stressed and training in the use of Instrument A is recommended. A separate computer scan sheet is used to record the reviewers' findings.

Gifted Parent Survey (Instrument B)

The Gifted Parent Survey has been designed to obtain parental views about the gifted program and their child's participation in it. Each item has four possible responses: Excellent (E), Satisfactory (S), Unsatisfactory (U), and Not Applicable/Don't Know (NA). Responses will be transferred to a computer scan sheet when the survey is returned to the Evaluation Coordinator. Including a stamped and addressed envelope with each Parent Survey may increase the response rate.

Teacher and Administrator Surveys (Instruments C, D, E)

Surveys have been designed for gifted program teachers (Instrument C), regular program teachers (Instrument D), and administrators/principals/support services staff (Instrument E). The school system should decide how to disseminate the surveys, remembering that a K-12 perspective is needed. Each survey will be accompanied by a computer scan sheet for responses. Each item has four possible responses: Excellent (E), Satisfactory (S), Unsatisfactory (U), and Not Applicable/Don't Know (NA). Timelines should also allow for a follow-up on all unreturned surveys.

Gifted Student Survey (Instrument G)*

The Gifted Student Survey is designed to add another perspective to the evaluation results. Some teacher assistance may be required in completing the survey but it is important that the student responses be based on their experiences and opinions. Teachers and students should be reminded that the results will be used to evaluate the program and not a particular student or teacher. Responses will be recorded on the survey and will be transferred to a computer scan sheet when the survey is returned to the Evaluation Coordinator. Each item has two possible responses: Yes (Y) and No (N). The "Yes" corresponds to "Excellent" and "Satisfactory" on other surveys; the "No" responses, "Unsatisfactory."

*The Gifted Student Survey is labeled Instrument G for computer purposes. Instrument F appears only in PQE.

Figure 2

Cross Reference of Evaluation Questions and Instruments

Instruments:

A. Student Record Review
B. Gifted Parent Survey
C. Gifted Program Teacher Survey
D. Regular Program Teacher Survey
E. Administrator Survey
G. Gifted Student Survey

Evaluation Question	Instruments					
	A	B	C	D	E	G
1.1.1			*	*	*	
1.2.1				*	*	
1.3.1	*		*	*		
1.4.1	*			*		
1.5.1	*		*			
2.1.1	*	*	*			
2.1.2	*	*	*	*		*
2.1.3	*		*			*
2.2.1			*		*	
2.3.1	*	*	*		*	*
2.4.1	*	*	*		*	*
2.4.2		*	*	*	*	*
3.1.1			*		*	*
3.2.1			*		*	
3.2.2			*		*	
3.2.3			*		*	
3.3.1			*	*	*	
3.3.2			*		*	
3.4.1			*		*	*
3.5.1	*	*	*		*	
3.5.2		*			*	

CHAPTER VI

ANALYZING DATA AND REPORTING RESULTS

Data Analysis

There are four possible responses on the Student Record Review and the parent, teacher and administrator surveys: Excellent (E), Satisfactory (S), Unsatisfactory (U), and Not Applicable/Don't Know (NA). Students will respond "Yes" (Y) or "No" (N) to each survey item.

For data analysis, the responses will be collapsed into two categories: "Satisfactory or Better" and "Unsatisfactory." "Satisfactory or Better" includes "Excellent," "Satisfactory" and "Yes" responses. "Unsatisfactory" includes "Unsatisfactory" and "No" responses.

Program evaluation data from the Student Record Review and survey instruments can be most appropriately displayed using simple, descriptive statistics. In most cases, the calculation of frequencies and percentages will be sufficient as they are based on individual items and statements from the survey form.

The "Not Applicable/Don't Know" responses are not included in the calculations. The Evaluation Coordinator, however, may wish to keep track of items which receive large numbers of "Not Applicable/Don't Know" responses for follow-up and/or possible indicators of inservice needs. Within the "Satisfactory or Better" rating, there may be a number of "Excellent" responses. Tracking these percentages may be helpful in determining particular areas of strength in a particular type of service delivery, school or grade level program.

Presenting Evaluation Results

The evaluation results can best be presented by displaying the percentage of "Satisfactory" ratings for each survey statement. Table shells are included in Appendix C for the display of percentages by student setting and elementary and secondary program levels.

The table shells can be used by the Evaluation Coordinator to form the basis for the report findings and recommendations. The final report can take several forms, but consideration must be given to the intended audience and their ability to synthesize the information that is presented. Summaries of the findings will be of greater value than simply displaying the table shells. A suggested outline for the final report is included in Chapter VII.

CHAPTER VII

DEVELOPING A MANAGEMENT PLAN

The value of PQE-Gifted is based on the usefulness of recommendations that are generated by an analysis of evaluation data. The final report or Management Plan serves as a summary of the evaluation process, the evaluation results and program improvement activities.

There are six components of the Management Plan: a cover sheet (MP-1G), introductory information (MP-2G), an implementation plan (MP-3G), evaluation procedures (MP-4G), a summary of findings (MP-5G) and an appendix.

Cover Sheet (MP-1G)

Identifying information is to be included.

Introductory Information (MP-2G)

The purpose of PQE-G, an overview of procedures and the purpose of the Management Plan is to be included. A sample is provided.

Implementation Plan (MP-3G)

The recommendations generated by an analysis of evaluation data will be stated as goals and program objectives.

Evaluation Procedures (MP-4G)

Three sections are included in this summary of procedures: a narrative, a summary of the final sampling plan and a list of survey instruments and the rate of return.

Summary of Findings (MP-5G)

In narrative and statistical form, the significant findings of the record reviews and each survey instrument should be summarized. Appendix C, final table shells, contains a summary instrument for each survey. Management Plan Worksheets (Figure 3) will also be helpful in summarizing the results within each goal area.

Appendix

The appendix should include three items: (1) goals, objectives and evaluation questions as found in Chapters II and III; (2) a timetable of completed activities; and (3) a list of local PQE-G Advisory Committee members.

DIVISION FOR EXCEPTIONAL CHILDREN

PROGRAM QUALITY EVALUATION - GIFTED

MANAGEMENT PLAN

Local Education Agency
Submitting Plan _____

Superintendent _____

Exceptional Children
Program Administrator _____

Program Quality Evaluation
Coordinator _____

Date Submitted _____

MP-1G
DEC 11/84

INTRODUCTORY INFORMATION

Purpose of Program Quality Evaluation-Gifted

The Program Quality Evaluation-Gifted model (PQE-G) was developed to complement the compliance monitoring procedures being used in local education agencies in North Carolina. PQE-G measures the overall quality of current programs and services for academically gifted students by using a goal-based approach.

1. A systematic process of screening, evaluation and annual review/reevaluation is used that maximizes identification opportunities for all students, K-12.

2. The scope and sequence of the gifted program provide appropriate differentiation at each grade level that goes beyond the regular curriculum (the regular curriculum being that course of study intended for the majority of students in the school system at that grade).

3. The school system has demonstrated its commitment to gifted education by providing for program growth and development.

Overview of PQE-G Procedures

The PQE-G process uses two major data-gathering activities: a review of student records and surveys of educational personnel, parents and students.

A random sample of academically gifted student records is selected for review by school personnel. Nine evaluation areas are used to rate the student records.

Survey forms contain cross-referenced questions and are distributed to gifted parents and students, regular and gifted program teachers and other educational personnel (principals, assistant principals, support services staff, etc.).

Purpose of the Management Plan

The data obtained from the student record reviews and the various survey forms are analyzed. Discrepancies between these results and the criterion level established by the LEA determine the areas for remediation and staff development activities. These activities form the basis for the implementation of the management plan. The entire management plan consists of the following sections: cover sheet, introductory information, implementation plan, evaluation procedures, summary of findings, and appendix.

IMPLEMENTATION PLAN

Goal: _____

_____

Program Objective	Area(s) Needing Improvement	Action to be Taken	Timelines	Person(s) Responsible	Budget and Facility Needs

Target Criterion-Level(s) for Next Program Evaluation: _____

_____

_____

BEST COPY AVAILABLE

EVALUATION PROCEDURES

Summary of Procedures Followed in Conducting Program Quality Evaluation-Gifted (Narrative)

Final Sampling Plan (Table I)

List of Instruments and Rate of Return (Table II)

TABLE I

FINAL SAMPLING PLAN

	Regular Class Dir./Indir.	Resource Class	Block Resource/Special Class	Self-Contained Class	Special School	Other	Total	Sample Size
E								
S								
E Sample								
S Sample								

TABLE II

SURVEY INSTRUMENTS AND RATE OF RETURN

Instrument	Rate of Return
Gifted Parent Survey	_____ %
Gifted Program Teacher Survey	_____ %
Regular Program Teacher Survey	_____ %
Administrator Survey	_____ %
Gifted Student Survey	_____ %

SUMMARY OF FINDINGS

Summary of Findings by Instrument

- Student Record Review
- Gifted Parent Survey
- Gifted Program Teacher Survey
- Regular Program Teacher Survey
- Administrator Survey
- Gifted Student Survey

Statistical Summary by Instrument

- Instrument A: Student Record Review
- Instrument B: Gifted Parent Survey
- Instrument C: Gifted Program Teacher Survey
- Instrument D: Regular Program Teacher Survey
- Instrument E: Administrator Survey
- Instrument G: Gifted Student Survey

Management Plan Worksheets

SURVEY INSTRUMENTS:
A - Student Record Review
B - Parent Survey
C - Teacher of the Gifted
D - Regular Teacher
E - Administrators
F - Omitted
G - Student Survey

Figure 3

Management Plan Worksheet

Goal 1. A systematic process of screening, evaluation and annual review/reevaluation is used that maximizes identification opportunities for all students, K-12.

1.1 Systemwide consistency in sweep screening and referral procedures is assured.

1.1.1 Do written procedures provide systemwide consistency in sweep screening and referral procedures?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
1.1.1	C1 D1 E1		

1.2 Clear statements about evaluation procedures address the use of composite and subtest scores, the use of overall academic averages and specific subject area averages, and retesting provisions for those students who narrowly miss program eligibility or for whom more information is needed.

1.2.1 Do written procedures provide clear statements of evaluation procedures and use of composite and subtest scores, overall academic averages and specific subject area grades and provisions for further assessment of students?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
1.2.1	D2 E2		

1.3 Evaluation procedures provide for the identification of gifted students with overall intellectual or academic ability as well as those with specific intellectual or academic ability.

1.3.1 Do evaluation procedures provide for the identification of gifted students with overall intellectual or academic ability as well as those with specific intellectual or academic ability?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
1.3.1	A2 C2 D4		

1.4 Screening and evaluation procedures insure that special populations are not excluded from consideration (e.g., gifted underachievers, minority/disadvantaged students, gifted/handicapped students, etc.).

1.4.1 Do screening and evaluation procedures insure that special populations (e.g., underachievers, minority/disadvantaged students) are not excluded from consideration?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
1.4.1	A1 D3		

1.5 Annual reviews and reevaluations provide diagnostic and prescriptive data useful in future program planning for the student.

1.5.1 Do annual review and reevaluations provide diagnostic and prescriptive date useful in future program planning for the student?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
1.5.1	A4 C17		

Goal 2. The scope and sequence of the gifted program provide appropriate differentiation at each grade level that goes beyond the regular curriculum (the regular curriculum being that course of study intended for the majority of students in the school system at that grade level).

2.1 Group Education Programs (GEPs) and/or Individual Education Programs (IEPs) help define the philosophy of and services for gifted students K-12.

2.1.1 Are Group Education Programs (GEPs) and/or Individual Education Education Programs (IEPs) being used to provide narrative and goal statements that define services for gifted students K-12?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.1.1	A5 B5 C7		

2.1.2 Do program goals and methodology information indicate that intellectual complexity and the development of special skills (e.g., problem-solving, critical thinking, etc.) are integrated within the program focus?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.1.2	A6 B1 C5 D7 G1		

2.1.3 Does the gifted program encompass goals and methodology that provide students with the skills and opportunities to be self-directed, autonomous learners?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.1.3	A8 C6 G7		

2.2 Program content for the same grade levels in different schools is similar and reflects a consistent program direction.

2.2.1 Is there systemwide similarity in program content (e.g., curriculum, skills sequence, etc.) for the same grade levels in different schools?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.2.1	C10 E7		

2.3 A sequential program of competencies crosses grade levels and provides transition from elementary grades' enrichment content to secondary grades' subject area content.

2.3.1 Is there evidence of sequence and transition between grade levels and from elementary enrichment programs to secondary subject area content programs?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.3.1	A7 B6 C8 E6 G5		

2.4 A variety of service options are used to provide an optimal match between the student's area(s) of giftedness and his program (e.g., advanced subject area classes, subject or grade acceleration, etc.).

2.4.1 Is there evidence that the student's program matches his ability area(s) by utilizing a variety of service options such as designated gifted classes as well as advanced subject area classes?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.4.1	A3		
	B2		
	C3		
	E3		
	E6		
	G6		

2.4.2 Does the gifted program provide students with an opportunity to interact with other gifted students on a regular basis?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
2.4.2	B3		
	C9		
	D5		
	E5		
	G2		

Goal 3. The school system has demonstrated its commitment to gifted education by providing for program growth and development.

3.1 Special resources or materials are specifically designated for the gifted program.

3.1.1 Have special resources, texts, or supplementary materials been made available to the gifted program?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.1.1	C11 E9 G3		

3.2 Teachers certified in gifted and talented have primary responsibility in providing services to the gifted.

3.2.1 Are staff development activities routinely available to teachers of the gifted to further develop their competencies?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.2.1	C12 E10		

3.2.2 Are teachers of the gifted given opportunities to attend conferences and professional activities related to gifted education?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.2.2	C13 E14		

3.2.3 Are teachers of the gifted given opportunities to meet together for discussion and program planning?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.2.3	C14 E13		

3.3 Staff development activities are offered to regular class teachers to better acquaint them with the characteristics and curriculum needs of the gifted.

3.3.1 Are staff development activities related to gifted education routinely offered to regular class teachers?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.3.1	C15 D6 E11		

3.3.2 Are staff development activities related to gifted education available to principals, administrators and support service staff?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.3.2	C16 E12		

3.4 Placement alternatives are considered in providing appropriate services to identified gifted students who are underachievers, handicapped, or intellectually or academically pecocious.

3.4.1 Do written procedures provide consideration of placement alternatives for those students whose needs are not met by the existing program (e.g., subject or grade acceleration, dual enrollment, mentorship, internship, etc.)?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.4.1	C5 E8 G5		

3.5 Parents are encouraged to be active participants in the educational planning and program for gifted students.

3.5.1 Are parents informed about student progress in the gifted program on a regular basis?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.5.1	A8 B4 C8 E5		

3.5.2 Are parents included in comprehensive planning and/or evaluation of the gifted program at the school or system level?

Evaluation Question	Instrument/ Item	Criterion Level	Evaluation Results Positive Responses
3.5.2	B7 E4		

APPENDIX A

SAMPLING PLAN TABLE SHELLS

Table Shell #1
AG Student Population

	Regular Class Dir./Indir.	Resource Class	Block Re-source/Special Class	Self-Contained Class	Special School	Other	Total
E							
S							
					Total E & S		

Elementary (E) is defined as grades K-8.

Secondary (S) is defined as grades 9-12.

Table Shell #2
Final Sampling Selection

	Regular Class Dir./Indir.	Resource Class	Block Resource/Special Class	Self-Contained Class	Special School	Other	Total	Sample Size
E								
S								
E Sample								
S Sample								

APPENDIX B

INSTRUMENTATION*

A. Student Record Review

B. Gifted Parent Survey

C. Gifted Program Teacher Survey

D. Regular Program Teacher Survey

E. Administrator Survey

G. Gifted Student Survey

*The Gifted Student Survey is labeled Instrument G for computer purposes. Instrument F appears only in PQE.

Instrument A

Student Record Review

Suggested Procedures

Once student records have been selected for review, reviewers should check to be sure that the location of needed information is known. This is especially true for Group Education Programs that may be filed in a central location rather than in each student's confidential record.

If an original student referral is more than five years old, all questions related to an analysis of the referral may be omitted. Current screening and referral procedures will be determined by responses on other survey instruments.

In reviewing each record, refer to the most recent reports and documents available. In most instances, examining data more than three years old will not adequately reflect the current program's strengths and needs.

Each item will be rated in one of these four ways: Excellent (E), Satisfactory (S), Unsatisfactory (U), or Not Applicable/Don't Know (NA).

Instrument A

Student Record Review

Reviewer's Initials:_____ Date:_____

Student's Name: _____

Exceptionality: Academically Gifted

School:_____

Level: Elementary (K-8)_____

Secondary (9-12)_____

Present Setting: _____

Initial Evaluation:_____

or Reevaluation:_____

Rating Scale:

E Excellent

S Satifactory

U Unsatisfactory

NA Not Applicable/Don't Know

Evaluation Area	Directions
A1. The referral includes statements or test data indicating potential giftedness. (1.4.1)	Examine screening and referral information and SBC report.
A2. Evaluation procedures are appropriately matched: composite scores and overall academic average or subtest scores and specific academic subject average. (1.3.1)	Examine student profile sheet.
A3. The student's placement and program reflect his academic strength area(s) and/or evaluation data. (2.4.1)	Examine student profile, SBC, APC reports--compare to placement and GEP or IEP.
A4. Annual review and reevaluation data are reflected in the student's placement and program. (1.5.1)	Examine recent annual review, reevaluation, SBC and APC reports--compare to placement and GEP or IEP.
A5. The GEP or IEP narrative and goal statements define the student's program. (2.1.1)	Examine the GEP or IEP.

Evaluation Area	Directions
A6. GEP or IEP goals and methodology indicate that intellectual complexity and skill development are integrated within the program focus. (2.1.2)	Examine the GEP or IEP.
A7. Scope and sequence is evident in the student's program. (2.3.1)	Examine the GEP or IEP goals and methodology (and possibly previous IEPs) for current and past years.
A8. Parents are routinely informed of student progress. (3.5.1)	Examine report cards, progress reports, etc.

Instrument B
Gifted Parent Survey
Procedures and Explanations

Procedures for the Evaluation Coordinator

Use a random sampling procedure in selecting parents of identified gifted students for the survey. To insure a broad perspective, include parents who represent each school, each service delivery method used K-12, and students new to the program as well as students with several years in the program.

The Gifted Parent Survey consists of seven statements. Parents are directed to circle one of four ratings for each statement: Excellent (E), Satisfactory (S), Unsatisfactory (U), Not Applicable/Don't Know (NA). Responses will be transferred from the survey to a computer scan sheet when the survey is returned to the Evaluation Coordinator. Reference numbers for goals and objectives appear after each statement on the Gifted Parent Survey in this manual. The camera-ready copy appears without reference numbers.

Explanations to Parents

A public notice about the program evaluation might be considered prior to the mailing of any surveys. The survey itself, however, should include a letter of explanation similar to the one suggested here.

Dear Parents:

The Best-Ever School System is in the process of examining current practices and procedures that relate to the quality and growth of its program for academically gifted students. Your assistance is needed in completing the enclosed survey and returning it to (Evaluation Coordinator) on or before Date . A stamped and addressed envelope is enclosed for your convenience.

Your responses and any additional comments you wish to include will be used only for program evaluation and are considered confidential. The quality of the gifted program is the focus of our evaluation and your responses will help us examine our current program.

If additional information is needed, please contact (Evaluation Coordinator) at Telephone Number. Thank you for your assistance.

Sincerely,

Attachment

Return on or before Date .

Instrument B

Gifted Parent Survey

Directions: Circle the rating that best expresses your feeling about your child's program.

Rating Scale

E Excellent
S Satisfactory
U Unsatisfactory
NA Not Applicable/Don't Know

B1.	The gifted program gives my child opportunities to develop and use a variety of skills that enrich and extend learning. (2.1.2)	E	S	U	NA
B2.	The gifted program helps my child feel good about himself and his potential because it matches his ability area(s). (2.4.1)	E	S	U	NA
B3.	The gifted program gives my child opportunities to interact with other gifted students on a regular basis. (2.4.2)	E	S	U	NA
B4.	I receive regular reports on my child's progress/ performance in the program (for example, progress reports, notes from the teacher or report card grades on a six-weeks, semester or other basis). (3.5.1)	E	S	U	NA
B5.	My child's Group Education Program or Individual Education Program provides me with a broad outline of the gifted program at that grade level. (2.1.1)	E	S	U	NA
B6.	The gifted program at my child's school is a sequential part of the school system's K-12 program. (2.3.1)	E	S	U	NA
B7.	I have had opportunities to participate in system-wide planning and gifted program advocacy efforts. (3.5.2)	E	S	U	NA

Additional Comments:

Instrument B

Gifted Parent Survey

Directions: Circle the rating that best expresses your feeling about your child's program.

Rating Scale

E	Excellent
S	Satisfactory
U	Unsatisfactory
NA	Not Applicable/Don't Know

B1.	The gifted program gives my child opportunities to develop and use a variety of skills that enrich and extend learning.	E	S	U	NA
B2.	The gifted program helps my child feel good about himself and his potential because it matches his ability area(s).	E	S	U	NA
B3.	The gifted program gives my child opportunities to interact with other gifted students on a regular basis.	E	S	U	NA
B4.	I receive regular reports on my child's progress/ performance in the program (for example, progress reports, notes from the teacher or report card grades on a six-weeks, semester or other basis).	E	S	U	NA
B5.	My child's Group Education Program or Individual Education Program provides me with a broad outline of the gifted program at that grade level.	E	S	U	NA
B6.	The gifted program at my child's school is a sequential part of the school system's K-12 program.	E	S	U	NA
B7.	I have had opportunities to participate in system-wide planning and gifted program advocacy efforts.	E	S	U	NA

Additional Comments:

Instruments C, D, E
Teacher and Administrator Surveys
Procedures and Explanations

Procedures for the Evaluation Coordinator

Instrument C: Gifted Program Teacher Survey is to be completed by teachers with responsibilities for the instruction of gifted students as indicated by the Group Education Program (GEP) or Individual Education Program (IEP).

Instrument D: Regular Program Teacher Survey is to be completed by a randomly selected number of teachers who do not have responsibility for the instruction of gifted students through the GEP or IEP. Gifted students may be in their classes but the students' GEPs or IEPs are implemented by other teachers. To insure a broad response perspective, include regular program teachers from all schools and a variety of grade levels.

Instrument E: Administrator Survey is to be completed by central office staff, principals, assistant principals and support services staff (e.g., guidance counselors, psychologists, etc.).

Teachers and administrators will mark their response to each survey statement on a computer scan sheet. Each statement will be rated in one of four ways: Excellent (E), Satisfactory (S), Unsatisfactory (U), and Not Applicable/Don't Know (NA). Reference numbers for goals and objectives follow each statement.

Explanations to Survey Respondents

Dear Teachers and Administrators:

The Best-Ever School System is in the process of examining current practices and procedures that relate to the quality and growth of its program for academically gifted students. Your assistance is needed in responding to the enclosed survey on the computer scan sheet and returning both to (Evaluation Coordinator) on or before Date.

Your responses and any additional comments you wish to make will be used for program evaluation alone and are considered confidential. Identifying information is required only to insure that all surveys are returned.

If additional information is needed, please contact (Evaluation Coordinator) at (Telephone Number). Thank you for your assistance.

Sincerely,

Attachment

Return on or before Date.

Instrument C
Gifted Program Teacher Survey

Directions: On the accompanying computer scan sheet, mark the rating that best describes your feelings about the about the gifted program.

Rating Scale:

E	Excellent
S	Satisfactory
U	Unsatisfactory
NA	Not Applicable/Don't Know

Check the item(s) that apply to your teaching assignment:

___elementary resource teacher (K-8)
___secondary resource teacher (9-12)
___elementary self-contained teacher (K-8)
___secondary subject area teacher
___consulting teacher (K-8)
___consulting teacher (9-12)
___Other

C1. Written procedures provide systemwide consistency in mass or sweep screenings, K-12. (1.1.1)

C2. Evaluation procedures provide for the identification of gifted students with overall intellectual or academic ability as well as those with specific intellectual or academic ability. (1.3.1)

C3. The student's placement and program reflect his academic strength area(s) and/or evaluation data. (2.4.1)

C4. Parents receive regular reports on their child's progress/performance in the gifted program (e.g., progress reports, report card grades, or notes from the teacher on a six-weeks, semester or other basis). (3.5.1)

C5. The gifted program gives my students opportunities to develop and use a variety of skills that enrich and extend learning. (2.1.2)

C6. The gifted program encompasses goals and methodology that encourage my students to be self-directed, autonomous learners. (2.1.3)

C7. Group Education Programs (GEPs) and/or Individual Education Programs (IEPs) are being used to help define the gifted program at each grade level. (2.1.1)

C8. In my school, there is evidence of a sequential program of competencies when GEP or IEP program goals for several grade levels are examined. (2.3.1)

C9. The gifted program gives my students an opportunity to interact with other gifted students on a regular basis. (2.4.2)

C10. There is similarity in program goals and content for the gifted program in the same grade levels in different schools. (2.2.1)

C11. Special resources and materials are made available for my students annually. (3.1.1)

C12. Staff development activities are planned annually for teachers of the gifted. (3.2.1)

C13. Teachers of the gifted are given opportunities to attend conferences and professional activities related to gifted education. (3.2.2)

C14. Teachers of the gifted are given opportunities to meet together for discussion and planning of curriculum, procedures, and coordinated activities. (3.2.3)

C15. Staff development activities related to gifted education have been offered routinely to regular class teachers. (3.3.1)

C16. Staff development activities related to gifted education are available to principals, administrators and support services staff. (3.3.2)

C17. Annual reviews and reevaluations provide diagnostic data useful in program planning for my students. (1.5.1)

Additional Comments:

Instrument D
Regular Program Teacher Survey

Directions: On the accompanying computer scan sheet, mark the rating that best describes your feelings about the gifted program.

Rating Scale:

E	Excellent
S	Satisfactory
U	Unsatisfactory
NA	Not Applicable/Don't Know

Check the item that applies to your teaching assignment:

___elementary teacher (K-8)

___secondary teacher (9-12)

D1. Mass or sweep screenings are effective in identifying those students who should receive further screening or evaluation. (1.1.1)

D2. Written procedures about referral and evaluation are clearly stated. (1.2.1)

D3. Screening and evaluation procedures insure that special populations are not excluded from consideration (e.g., underachievers, minority/disadvantaged students, etc.). (1.4.1)

D4. Evaluation procedures provide for the identification of gifted students with overall intellectual ability as well as those with a specific intellectual or academic ability. (1.3.1)

D5. The gifted program at my school gives these students opportunities to interact with each other on a regular basis. (2.4.2)

D6. Staff development activities related to gifted education have been made available to me. (3.3.1)

D7. The gifted program at my school gives students an opportunity to develop and use a variety of skills that enrich and extend learning. (2.1.2)

Additional Comments:

Instrument E
Administrator Survey

Directions: On the accompanying computer scan sheet, mark the rating that best describes your feelings about the gifted program.

Rating Scale:

E	Excellent
S	Satisfactory
U	Unsatisfactory
NA	Not Applicable/Don't Know

___Principal/Assistant Principal
___Other (Support Service Staff)

E1. Written procedures assure that mass or sweep screenings are effective in identifying those students who should receive further screening or evaluation for the gifted program. (1.1.1)

E2. Written procedures provide clear statements about referral and evaluation procedures. (1.2.1)

E3. The student's placement and gifted program reflect his academic strength area(s) and/or evaluation data. (2.4.1)

E4. Parents receive regular reports on their child's progress/performance in the gifted program (e.g., progress reports, report card grades, or notes from the teacher on a six-weeks, semester or regular basis). (3.5.2)

E5. The gifted program in my school gives students an opportunity to interact with other gifted students on a regular basis. (2.4.2)

E6. In my school, there is evidence of a sequential program of competencies across grade levels that provides for transition from elementary enrichment programs to secondary subject area content. (2.3.1)

E7. There is a similarity in program goals and content for the gifted program at the same grade levels in different schools. (2.2.1)

E8. Written procedures provide consideration of placement alternatives for those students whose needs are not met by the existing gifted program (e.g., subject or grade acceleration, dual enrollment, mentorships, etc.). (3.1.1)

E9. Special resources or materials are available for the gifted program. (3.1.1)

E10. Staff development activities in gifted education are routinely offered to teachers of the gifted. (3.2.1)

E11. Staff development activities in gifted education are routinely offered to regular class teachers. (3.3.1)

E12. Staff development activities in gifted education are available to principals, administrators and support services staff. (3.3.2)

E13. Teachers of the gifted are given opportunities to meet together for discussion and planning of curriculum, procedures, and coordinated activities. (3.2.3)

E14. Teachers of the gifted are given opportunities to attend conferences and professional activities related to gifted education. (3.2.2)

Additional Comments:

Instrument G*
Gifted Student Survey
Procedures and Explanations

Procedures for the Evaluation Coordinator

Use a random sampling procedure in selecting identified gifted students for the survey. To insure a broad perspective, include students from all grade levels or service delivery methods and from all schools.

In some instances, it may be helpful to explain survey questions to the students. The teacher, however, should be reminded that the responses should reflect the student's own opinions. Students will respond with a Yes (Y) or No (N) to seven statements. Responses will be transferred to a computer scan sheet when the completed survey is returned to the Evaluation Coordinator. Reference numbers for goals and objectives appear after each statement on the Gifted Student Survey in this manual. The camera-ready copy appears without reference numbers.

Explanations to Students

Dear Students:

The Best-Ever School System is in the process of examining its current program for academically gifted students at all grades and in all schools. You are one of a number of gifted students who are being asked to help us by completing the accompanying survey.

Your responses and any additional comments you wish to make will be used to evaluate our current gifted program and make plans for its future growth. Your responses will not be used to evaluate your teachers, your school, or you.

Your teacher can give further explanation if any is needed. Please return your completed survey to your teacher on or before ____Date____. Thank you for your assistance.

Sincerely,

Enclosure

*The Gifted Student Survey is labeled Instrument G for computer purposes. Instrument F appears only in PQE.

Instrument G
Gifted Student Survey*

Directions: Circle the rating that best describes your feelings about the gifted program

Rating Scale:

Y Yes

N No

G1.	The gifted program gives me opportunities to develop and use a variety of skills that enrich and extend learning such as higher levels of thinking, research skills, creative thinking and problem-solving. (2.1.2)	Y	N
G2.	The gifted program allows me to be with other gifted and high ability students in a learning setting on a regular basis. (2.4.2)	Y	N
G3.	Special materials, books and other resources are available to me. (3.1.1)	Y	N
G4.	The gifted program makes learning different and interesting through the use of a variety of teaching methods and activities--not just lectures and worksheets. (3.4.1)	Y	N
G5.	In the gifted program subject content does not repeat itself from year to year. (2.3.1)	Y	N
G6.	Gifted and/or advanced classes are available at each grade level in more than one subject area. (2.4.1)	Y	N
G7.	In the gifted program, I have opportunities to plan some of my learning activities. (2.1.3)	Y	N

Additional Comments:

*Reference numbers will not appear on the printed copy that is completed by students.

Instrument G
Gifted Student Survey

Directions: Circle the rating that best describes your feelings about the gifted program

Rating Scale:

Y Yes

N No

G1.	The gifted program gives me opportunities to develop and use a variety of skills that enrich and extend learning such as higher levels of thinking, research skills, creative thinking and problem-solving.	Y	N
G2.	The gifted program allows me to be with other gifted and high ability students in a learning setting on a regular basis.	Y	N
G3.	Special materials, books and other resources are available to me.	Y	N
G4.	The gifted program makes learning different and interesting through the use of a variety of teaching methods and activities--not just lectures and worksheets.	Y	N
G5.	In the gifted program subject content does not repeat itself from year to year.	Y	N
G6.	Gifted and/or advanced classes are available at each grade level in more than one subject area.	Y	N
G7.	In the gifted program, I have opportunities to plan some of my learning activities.	Y	N

Additional Comments:

APPENDIX C

FINAL TABLE SHELLS

INSTRUMENT A: STUDENT RECORD REVIEW

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting and Level

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
A1. The referral includes statements or test data indicating potential giftedness. (1.4.1)									
A2. Evaluation procedures are appropriately matched: composite scores and overall academic average or subtest scores and specific academic subject average. (1.3.1)									
A3. The student's placement and program reflect his academic strength area(s) and/or evaluation data. (2.4.1)									
A4. Annual review and re-evaluation data are reflected in the student's placement and program. (1.5.1)									
A5. The GEP or IEP narrative and goal statements define the student's program. (2.1.1)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
A6. GEP or IEP goals and methodology indicate that intellectual complexity and skill development are integrated within the program focus. (2.1.2)									
A7. Scope and sequence is evident in the student's program. (2.3.1)									
A8. Parents are routinely informed of student progress. (3.5.1)									

INSTRUMENT B: GIFTED PARENT SURVEY

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting and Level

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
B1. The gifted program gives my child opportunities to develop and use a variety of skills that enrich and extend learning. (2.1.2)									
B2. The gifted program helps my child feel good about himself and his potential because it matches his ability area(s). (2.4.1)									
B3. The gifted program gives my child opportunities to interact with other gifted students on a regular basis. (2.4.2)									
B4. I receive regular reports on my child's progress/ performance in the program (for example, progress reports, notes from the teacher or report card grades on a six-weeks, semester or other basis). (3.5.1)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
B5. My child's Group Education Program or Individual Education Program provides me with a broad outline of the gifted program at that grade level. (2.1.1)									
B6. The gifted program at my child's school is a sequential part of the school system's K-12 program. (2.3.1)									
B7. I have had opportunities to participate in system-wide planning and gifted program advocacy efforts. (3.5.2)									

INSTRUMENT C: GIFTED PROGRAM TEACHER SURVEY

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting and Level

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
C1. Written procedures provide systemwide consistency in mass or sweep screenings, K-12. (1.1.1)									
C2. Evaluation procedures provide for the identification of gifted students with overall intellectual or academic ability as well as those with specific intellectual or academic ability. (1.3.1)									
C3. The student's placement and program reflect his academic strength area(s) and/or evaluation data. (2.4.1)									
C4. Parents receive regular reports on their child's progress/performance in the gifted program (e.g., progress reports, report card grades, or notes from the teacher on a six-weeks, semester or other basis). (3.5.1)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
C5. The gifted program gives my students opportunities to develop and use a variety of skills that enrich and extend learning. (2.1.2)									
C6. The gifted program encompasses goals and methodology that encourage my students to be self-directed, autonomous learners. (2.1.3)									
C7. Group Education Programs (GEPs) and/or Individual Education Programs (IEPs) are being used to help define the gifted program at each grade level. (2.1.1)									
C8. In my school, there is evidence of a sequential program of competencies when GEP or IEP program goals for several grade levels are examined. (2.3.1)									
C9. The gifted program gives my students an opportunity to interact with other gifted students on a regular basis. (2.4.2)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
C10. There is similarity in program goals and content for the gifted program in the same grade levels in different schools. (2.2.1)									
C11. Special resources and materials are made available for my students annually. (3.1.1)									
C12. Staff development activities are planned annually for teachers of the gifted. (3.2.1)									
C13. Teachers of the gifted are given opportunities to attend conferences and professional activities related to gifted education. (3.2.2)									
C14. Teachers of the gifted are given opportunities to meet together for discussion and planning of curriculum, procedures, and coordinated activities. (3.2.3)									

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Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
C15. Staff development activities related to gifted education have been offered routinely to regular class teachers. (3.3.1)									
C16. Staff development activities related to gifted education are available to principals, administrators and support services staff. (3.3.2)									
C17. Annual reviews and re-evaluations provide diagnostic data useful in program planning for my students. (1.5.1)									

INSTRUMENT D: REGULAR PROGRAM TEACHER SURVEY

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting and Level

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
D1. Mass or sweep screenings are effective in identifying those students who should receive further screening or evaluation. (1.1.1)									
D2. Written procedures about referral and evaluation are clearly stated. (1.2.1)									
D3. Screening and evaluation procedures insure that special populations are not excluded from consideration (e.g., underachievers, minority/disadvantaged students, etc.). (1.4.1)									
D4. Evaluation procedures provide for the identification of gifted students with overall intellectual ability as well as those with a specific intellectual or academic ability. (1.3.1)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
D5. The gifted program at my school gives these students opportunities to interact with each other on a regular basis. (2.4.2)									
D6. Staff development activities related to gifted education have been made available to me. (3.3.1)									
D7. The gifted program at my school gives students an opportunity to develop and use a variety of skills that enrich and extend learning. (2.1.2)									

INSTRUMENT E: ADMINISTRATOR SURVEY

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting and Level

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
E1. Written procedures assure that mass or sweep screenings are effective in identifying those students who should receive further screenings or evaluation for the gifted program. (1.1.1)									
E2. Written procedures provide clear statements about referral and evaluation procedures. (1.2.1)									
E3. The student's placement and gifted program reflect his academic strength area(s) and/or evaluation data. (2.4.1)									
E4. Parents receive regular reports on their child's progress/performance in the gifted program (e.g., progress reports, report card grades, or notes from the teacher on a six-weeks, semester or regular basis). (3.5.2)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
E5. The gifted program in my school gives students an opportunity to interact with other gifted students on a regular basis. (2.4.2)									
E6. In my school, there is evidence of a sequential program of competencies across grade levels that provides for transition from elementary enrichment programs to secondary subject area content. (2.3.1)									
E7. There is a similarity in program goals and content for the gifted program at the same grade levels in different schools. (2.2.1)									
E8. Written procedures provide consideration of placement alternatives for those students whose needs are not met by the existing gifted program (e.g., subject or grade acceleration, dual enrollment, mentorships, etc.). (3.1.1)									
E9. Special resources or materials are available for the gifted program. (3.1.1)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
E10. Staff development activities in gifted education are routinely offered to teachers of the gifted. (3.2.1)									
E11. Staff development activities in gifted education are routinely offered to regular class teachers. (3.3.1)									
E12. Staff development activities in gifted education are available to principals, administrators and support services staff. (3.3.2)									
E13. Teachers of the gifted are given opportunities to meet together for discussion and planning of curriculum, procedures, and coordinated activities. (3.2.3)									
E14. Teachers of the gifted are given opportunities to attend conferences and professional activities related to gifted education. (3.2.2)									

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INSTRUMENT G: GIFTED STUDENT SURVEY

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting and Level

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
G1. The gifted program gives me opportunities to develop and use a variety of skills that enrich and extend learning such as higher levels of thinking, research skills, creative thinking and problem-solving. (2.1.2)									
G2. The gifted program allows me to be with other gifted and high ability students in a learning setting on a regular basis. (2.4.2)									
G3. Special materials, books and other resources are available to me. (3.1.1)									
G4. The gifted program makes learning different and interesting through the use of a variety of teaching methods and activites--not just lectures and worksheets. (3.4.1)									
G5. In the gifted program subject content does not repeat itself from year to year. (2.3.1)									

Question	TOTAL	Regular Class Direct/ Indirect	Resource Class	Block Resource/ Special Class	Self-Contained Class	Special School	Other	E	S
G6. Gifted and/or advanced classes are available at each grade level in more than one subject area. (2.4.1)									
G7. In the gifted program, I have opportunities to plan some of my learning activities. (2.1.3)									

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